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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 12 titles deal with the following topics: (1) the perceived effectiveness of written communication from central office administrators to building level administrators in a metropolitan school district, (2) upward communication in industrial organizations, (3) identification and evaluation of concepts pertinent to the basic business communication course at the collegiate level, (4) the relationship between attitude and information in school district populations, (5) organizational communication structures, (6) communication patterns and attitudes among Jordan's legislative elites, (7) the effectiveness of the inductive and the deductive organizational plans in a special request letter, (8) human communication and Weick's model of organizing, (9) the constitutive processes of memory in organizational communication, (10) perceptions of power among persons varying in organizational position, (11) the ethnography of a whistle blowing incident, and (12) office conversation as an information medium. (FI)

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Business and Organizational Communication:

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Abstracts of the following dissertations are included in this collection:

David, Patricia Marie

AN ANALYSIS OF THE PERCEIVED EFFECTIVENESS OF WRITTEN COMMUNICATION FROM CENTRAL OFFICE ADMINISTRATORS TO BUILDING LEVEL ADMINISTRATORS IN A METROPOLITAN SCHOOL DISTRICT

Gaines, Janet Howe

UPWARD COMMUNICATION IN INDUSTRIAL ORGANIZATIONS: A LABORATORY EXPERIMENT

Gump, Phyllis Schaffer

IDENTIFICATION AND EVALUATION OF CONCEPTS PERTINENT TO THE BASIC BUSINESS COMMUNICATION COURSE AT THE COLLEGIATE LEVEL

Henderson, Richard Lee

EXTERNAL ORGANIZATIONAL COMMUNICATIONS: THE RELATIONSHIP BETWEEN ATTITUDE AND INFORMATION IN SCHOOL DISTRICT POPULATIONS

Kapitula, Joanne Elizabeth

AN INTERTYPICAL STRATEGY STUDY OF ORGANIZATIONAL COMMUNICATION STRUCTURES

Khair, Marwan Mahmoud

COMMUNICATION PATTERNS AND ATTITUDES AMONG JORDAN'S LEGISLATIVE ELITES

Krajewski, Lorraine Ann

EFFECTIVENESS OF THE INDUCTIVE AND THE DEDUCTIVE ORGANIZATIONAL PLANS IN A SPECIAL REQUEST LETTER

Kreps, Gary Lowell

HUMAN COMMUNICATION AND WEICK'S MODEL OF ORGANIZING: A FIELD EXPERIMENTAL TEST AND REVALUATION

Olson, Richard Michael

THE CONSTITUTIVE PROCESSES OF MEMORY IN ORGANIZATIONAL COMMUNICATION

Starr, V. Hale

A STUDY OF PERCEPTIONS OF THE COMMUNICATION OF POWER AMONG PERSONS VARYING IN ORGANIZATIONAL POSITION

Stewart, Lea Pestel

THE ETHNOGRAPHY OF A WHISTLE BLOWING INCIDENT: IMPLICATIONS FOR ORGANIZATIONAL COMMUNICATION

Wynn, Eleanor Herasimchuk

OFFICE CONVERSATION AS AN INFORMATION MEDIUM

AN ANALYSIS OF THE PERCEIVED EFFECTIVENESS OF WRITTEN COMMUNICATION FROM CENTRAL OFFICE ADMINISTRATORS TO BUILDING LEVEL ADMINISTRATORS IN A METROPOLITAN SCHOOL DISTRICT Order No. 8012745

DAVID, PATRICIA MARIE, ED.D. *The University of Nebraska - Lincoln*, 1979. 112pp. Adviser: Dale K. Hayes

The purpose of this study was to assess the effectiveness of the written communication from central office administrators to building level administrators in one school district. The study focused on written communication which had the purpose to command or to inform and dealt with one of the following topics: (1) Quantitative aspects of the client service dimension. (2) Qualitative aspects of the client service dimension. (3) Staffing dimension. (4) School organization and management of learning. (5) Curriculum and instruction. (6) Management of school facilities/Operation and maintenance of the school plant. (7) Economic dimensions/School finance and logistical support. (8) Political dimensions/Public relations and the policies of education.

The effectiveness of the written communications as perceived by central office administrators, secondary school administrators, and elementary school administrators was measured by use of the David Communication Effectiveness Questionnaire, the instrument developed for the purpose of this study. Actual written communications which had been directed to building level administrators by central office administrators were categorized into the sixteen purpose-topic categories. The six questions used to measure the effectiveness of the communications were: (1) Do you feel the meaning or message of this communication is clear? (2) Do you feel the building level administrator knows why he/she received the communication. (3) Do you feel the building level administrator knows what is expected of him/her as a result of having received this communication? (4) Do you feel this communication is consistent with other information the building level administrator has received or has knowledge of regarding the subject of this communication? (5) Do you feel this communication is relevant to the situation/responsibilities of the building administrator? (6) Do you feel this communication is useful to the building level administrator?

The population from which the sample for the study was selected included all central office administrators, secondary school principals, and elementary school principals in the Lincoln, Nebraska Public Schools. The questionnaire was completed by nine central office administrators, thirteen secondary school administrators, and twenty-eight elementary school administrators.

A one-way analysis of variance was utilized for the statistical treatment of the data. The responses of the three study groups to the written communications provided the data for statistical analysis. When a significant F-ratio was found, the mean effectiveness scores of the three respondent groups were graphically described and visually analyzed. Where there were no significant differences, the three categories which were most effective and the three which were least effective were analyzed by response to the six communication questions.

The major findings and conclusions were: (1) The three role groups generally agreed in their evaluations of the communications, statistically differing on only three of the sixteen purpose-topic categories. The three categories where there was a statistical difference all had the purpose to command. The topics were categories 1, 4, and 8 as described earlier. (2) Where there was a statistical difference, the secondary school administrators, who responded most negatively, were always one member of the differing pair, differing most frequently from the elementary school administrators. (3) The communication purpose to command distinguished the communications identified as most effective; the purpose to inform, those least effective. Two topics, curriculum and instruction and the economic dimensions of the schools, were common to communications perceived as less effective. (4) Communication strengths identified were clarity and consistency with other information. Lack of relevance and usefulness and particulary failure to convey the expected outcome were identified as weaknesses.

UPWARD COMMUNICATION IN INDUSTRIAL ORGANIZATIONS: A LABORATORY EXPERIMENT

Order No. 8005389

GAINES, JANET HOWE, PH.D. *The University of Tennessee*, 1979. 136pp. Major Professor: Dr. Jerry R. Lynn

The purpose of this study was to test empirically variables contributing to the frequency and accuracy of information transmitted up the chain-of-command by employees in industrial organizations. Hypotheses were generated from organizational communication theory which predicted the effects of manipulated job situations (problem and routine), trust in the immediate superior, and personal ambition on the following dependent variables: (1) projected frequency with which subordinates transmitted messages upward and (2) distortion of those messages, which could be achieved by withholding information altogether, by puffing or exaggerating details, and by sieving or selectively filtering part of the information.

A pretest survey was conducted at the Aluminum Company of America (ALCOA), Tennessee Operations in Alcoa, Tennessee to establish valid experimental and control treatments. Following the survey, a posttest-only laboratory experiment was executed. Data were gathered from 40 randomly selected exempt ALCOA employees from the Badin Works plant in Badin, North Carolina. Subjects were randomly assigned to experimental or control groups. The former was exposed to a problem work situation identified by the pretest, and the latter received a routine, everyday situation revealed by the pretest as being a neutral job occurrence. Subjects were asked how often (on a five-interval scale) they would convey news about the situation to higher echelons. They then communicated to their bosses pertinent situational details via memoranda which were later content analyzed for distortions. Finally, the participants completed scales measuring their ambition and trust in their superiors.

Major findings were that job situation, trust, and ambition did not adequately explain the projected frequency with which employees communicated upward; however, they did account for distortion. Secondly, in neutral job situations, trust and ambition were negatively related to projected frequency of communication. Thirdly, of all distortion types, withholdings were most prevalent. Next, in problem job situations, trust and ambition were negatively related to withhold distortions. Lastly, in neutral job situations, ambition was negatively related to puff distortions. Multiple regression analyses were conducted to obtain results.

Industrial managers need accurate data if they are to make intelligent, rational decisions. Much of their information is supplied by underlings who are closer to job situations. This research demonstrated that distortion is a predictable part of a subordinate's behavior. Future investigations could test alternative populations, work situations, and communication networks.

IDENTIFICATION AND EVALUATION OF CONCEPTS PERTINENT TO THE BASIC BUSINESS COMMUNICATION COURSE AT THE COLLEGIATE LEVEL Order No. 8000616

GUMP, Phyllis Schaffer, Ed.D. Indiana University, 1979. 437pp. Chairperson: Dr. Earl A. Dvorak

The problem was a study of the concepts pertinent to the basic business communication course at the collegiate level as perceived by business professors and executives. The two elements of the problem were (1) the business communication concepts as revealed in five of the leading textbooks and (2) the value judgments of the concepts as perceived by communication professors; by professors of accounting, finance, management, and marketing, who were known as the non-communication business professors; and by executives.

The descriptive survey method was used and data were collected by analyzing the contents of five textbooks and by check lists received from 32 communication professors, 123 non-communication professors, and 83 executives. The two professor groups represented 54 colleges with membership in AACSB in the states of Illinois, Indiana, Kentucky, Michigan, and Ohio. The executives represented 82 corporations with over a hundred employees and located in fourteen metropolitan areas in the same five-state region and listed in the 1976 Dun and Bradstreet Million Dollar Directory.

Tabulations and statistical analyses were computed by using subprogram frequencies and subprogram crosstabs provided in the Statistical Package for the Social Sciences. The statistical measures included the Spearman rank-order correlation coefficient, the critical-ratio Z test, the t test, the F distribution, Duncan's Multiple-Range Test for Nearly Equal Numbers, and chi square.

The major findings were these:

1. There was a significant difference among the rank orders of the 45 concepts for the three main groups.
2. Individual statement comparisons between the three pairs of groups were significant for fourteen or seventeen concepts.
3. A significant difference existed between the communication professors and the non-communication professors and between the communication professors and the executives for the letter category and the concepts-as-one-group category. Also, a significant difference existed between the communication professors and the non-communication professors for the communication theory concepts.
4. Of the sixteen respondent characteristics tested to determine the relationship of these characteristics to the perceptions of the respondents, the highest degree held for the two professor groups was not significant. The other fourteen variables were significant in the rating of three to twelve of the 45 statements.
5. The majority of the communication professors teach all of the concepts except four of the oral concepts which are taught by 31.3 to 37.5 percent.

The main conclusions were these:

1. Communication professors, non-communication professors, and executives generally do not agree on the relative importance of specific communication concepts in terms of their value to success in a business career.
2. The non-communication professors and the executives are closer in agreement concerning the relative importance of the concept categories than the communication professors with either of the other two groups.
3. The main areas of disagreement on individual statement comparisons between the communication professors and either of the other two groups involved the statements in the letter category and the oral communication category.
4. Communication professors, non-communication professors, and executives most frequently disagreed at a significant level on individual statement comparisons within the business writing theory category and the letter category.
5. The sixteen subgroups within the sample of communication professors, non-communication professors, and executives tended to agree on their perceptions concerning the importance of the concepts.
6. The communication professors appear to be meeting the needs of executives in all areas except oral communication.

EXTERNAL ORGANIZATIONAL COMMUNICATIONS: THE RELATIONSHIP BETWEEN ATTITUDE AND INFORMATION IN SCHOOL DISTRICT POPULATIONS

Order No. 8003580

HENDERSON, RICHARD LEE, ED.D. *Oklahoma State University*, 1979. 86pp.

Scope of Study. Focusing on the relationship between quantity of information and attitude, this study hypothesized that there would be a positive correlation between the quantity of information a respondent can demonstrate knowledge of and the positiveness of the respondent's attitude toward the school district in which the respondent resides. Because being parents of children in school district was suspected strongly of being an intervening variable, a partial correlation controlling for this variable was computed. Because the variance in number of years of formal education of respondents has a logical relationship with communication competency a correlational analysis was computed between years of formal education and quantity of information about the respondent's school district. For further validation of the primary hypothesis a correlation analysis was computed between the years of formal education of a respondent and the respondent's attitude toward the school system. In order to strengthen generalizability the research sample was drawn from medium sized urban school districts in a tri-state region inclusive of Wichita, Kansas; Tulsa, Oklahoma; and Little Rock, Arkansas. Instrumentation was developed to measure the quantity of information variable and was validated through a panel of expert judges and a pilot test. The attitude variable was operationalized through the use of instrumentation previously validated through extensive replication of studies of national scope.

Findings and Conclusions. The posited positive relationship between quantity of information and attitude was confirmed to be relatively strong and significant. The relationship remained strong and significant controlling for the variable of having or not having children currently enrolled in the school system. The relationship between years of formal education and information was not as strong but was significant. The relationship between years of formal education and attitude was the weakest correlation but was also significant. Generalization is qualified and cautioned as the study is exploratory in terms of the context.

Possible application to future research includes replication of the design in districts of varying size and location. Inferences are posed which include controlling for the following possible intervening variables: communicator bias perceived by recipient, feedback effect on communication of information, exposure frequency and attitude change, quantity of information exposure, primacy versus recency of information exposure and the effect of prior bias on information exposure.

AN INTERTYPICAL STRATEGY STUDY OF ORGANIZATIONAL COMMUNICATION STRUCTURES

Order No. 8004763

KAPITULA, JOANNE ELIZABETH, PH.D. *Rensselaer Polytechnic Institute*, 1979. 228pp. Supervisor: George A. Barnett

Casual observations of functioning organizations reveal characteristics that include: (1) the acquisition of required resources from an external source, (2) coordinated arrangements of interdependent sub-units, (3) stable and predictable behavior of members, and (4) organizational accomplishments from the combined efforts of the individual members. These characteristics define a state of being 'organized' (Cartwright, 1965).

From theories of sociologists developed over a century ago to the most recent paradigm of organizational research, social scientists have made efforts to account for these characteristics. Repeated efforts to relate conceptual schemes to observable behavior patterns within organizations can lead to a refinement of the conceptualizations and can increase our knowledge of organizations. This thesis is one such effort.

The purpose of the research effort was to test the premise that "the effectiveness of organizations to meet *their* goals is directly dependent upon a communication structure to bring together the activities of the individual members for unified functioning."

Twelve hypotheses were constructed and tested empirically. Personal interviews were conducted with managers of eighty two different organizations to gather data. The data were then evaluated using correlation analysis, regression analysis, ordinary least squares path analysis, two-stage least squares analysis, and maximum likelihood analysis. Results showed support for the hypothesized direct relationship between the communication structure variable of member integration and organizational effectiveness. Causal order was also supported.

Other hypotheses that received support from the data include: the direct relationship between perceptions of external environmental uncertainty and boundary communication, the degree of organizational autonomy and boundary communication. There was a trend toward support of an intermediary function of boundary communication between perceptions of external environmental uncertainty and organizational effectiveness.

This research effort represents exploratory research in one of the newest paradigms of organizational study. The results also indicate the appropriateness of employing an intertypical (heterogenous sample) strategy approach to the study of organizations from a communication structure view.

COMMUNICATION PATTERNS AND ATTITUDES AMONG JORDAN'S LEGISLATIVE ELITES

Order No. 8008609

KHAIR, MARWAN MAHMOUD, PH.D. *The Florida State University*, 1979. 305pp. Major Professors: C. Edward Wotring, John K. Mayo

This study examined the relationship between the social background and attitudes among Jordanian legislative elites. The author surveyed the population of Jordanian legislative elites, members of the two houses of Parliament (Upper House and National Consultative Council). Face-to-face interviews were conducted to measure the elites' attitudes and official records of the legislative elites were used to obtain their demographics. Demographics, which were referred to as the independent variables, included: age, years of education, occupation, residency (rural versus urban), and location of education (Western versus non-Western). Attitudes, which were referred to as the dependent variables, included: communication patterns, mass media use, perception of mass media as a socialization agent, mass media role in development, and public opinion and feedback.

Seven hypotheses were generated to examine the relationship between these two sets of variables. Hypothesis one examined the Jordanian elites' patterns of communication with different groups: their constituents, among themselves, and with the governmental officials. Communication patterns included two main concepts: particularism, (as a reference to favoritism) and universalism (as a reference to non-favoritism). Hypothesis two examined the elites' mass media use and exposure. Hypotheses three through six examined the elites' perceptions of mass media as a socialization agent, the role of mass media in development, mass media autonomy, and seeking public opinion and feedback. Hypothesis seven examined the impact of Western education on elites' perceptions. Western versus non-Western educated elites' perceptions were looked at in relation to all the above mentioned dependent variables.

Open-ended and close-ended questions were used to measure the elites' attitudes. Frequencies were used to identify measures of central tendencies for the variables such as mean and median, as well as standard deviation. Breakdown was used to identify mean and standard deviation of responses to variables based on different categories of independent variables. Pearson Product-Moment correlations and Kendall tau$_c$ were used to examine the strength and directionality of the independent and dependent variables. Finally, partial correlations were used to examine the relative importance of the independent variables.

Through testing the hypotheses, all the predicted relationships between the independent and dependent variables were generally supported. However, some predictor variables were stronger than others. Using partial correlations to examine the relative importance of the independent variables among the total legislative elites (N = 85), and the neo-elites (N = 56) who are college graduates. The data indicated that educational variables (years and location of education) appeared to be relatively the most important independent variables with both groups. Residency followed and was consistent with its predicted directionality and strength while testing the hypotheses. Age appeared to follow, although it did not show much strength, but obtained its predicted directionality while testing the hypotheses. Occupational status showed inconsistency in this analysis. While appearing to be important in testing the hypotheses, it has a relatively medium size effect on one dependent variable, and no effect on the other in the partial correlation analysis.

EFFECTIVENESS OF THE INDUCTIVE AND THE DEDUCTIVE ORGANIZATIONAL PLANS IN A SPECIAL REQUEST LETTER

Order No. 8003867

KRAJEWSKI, LORRAINE ANN, PH.D. *Arizona State University*, 1979. 119pp.

The purpose of this study was to test the effectiveness of the inductive organizational plan versus the effectiveness of the deductive organizational plan in a special request business letter.

The experimental design was the completely randomized posttest-only control group design. The independent variable was organizational plan, and the dependent variables were three measures of letter effectiveness: comprehension, affective reaction, and likelihood of action.

Five null hypotheses were tested for overall effects, for effects of each dependent variable, and for discrimination of group members on the basis of their criterion measure responses.

The subjects were executive secretaries and administrative assistants who attended a seminar sponsored by the Department of Adminimstrative Services at Arizona State University. The treatment was a letter from a high school business teacher asking the subject to allow a student to spend a working day with her. The criterion measures were researcher-created tests of comprehension, affective reaction, and likelihood of action.

One-way multivariate analysis of variance tested for overall effects, one-way univariate analysis of variance tested for effects of each dependent variable, and multiple discriminant analysis tested for discrimination of group members. No significant effects at the .05 level were found for overall effects and for individual effects, which led to the conclusion that any variation in scores of effectiveness was probably due to chance rather than to any particular advantage of one organizational plan over the other. Discrimination of the inductive and the deductive group members at the .05 level on the basis of responses on seven affective reaction factors led to the conclusion that the groups did differ significantly when expressing specific feelings toward the letter.

The major recommendations based on these findings and conclusions were: (1) Business communication teachers could decrease their emphasis on choosing the "correct" organizational plan and could increase their emphasis on creating friendly, well-written letters. (2) Further research regarding the inductive and the deductive organizational plans is needed. (3) Further research regarding the importance and impact of the affective reactions of readers is needed.

HUMAN COMMUNICATION AND WEICK'S MODEL OF ORGANIZING: A FIELD EXPERIMENTAL TEST AND REVALUATION

KREPS, Gary Lowell, Ph.D. University of Southern California, 1979. Chairman: Professor T. Harrell Allen

An in depth examination and field experimental test of the central assumption of Weick's model of organizing is reported in this dissertation. Weick's model posits a direct relationship between the levels of informational equivocality input into human organizations and the frequency and types of communication behaviors performed by organization members in response to the informational inputs. The model is explained and clarified, tracing the theoretical underpinnings of Weick's approach to organizations, and providing examples of how the model relates to typical human organizations.

A field experimental test of the central assumption of Weick's model was performed and reported. The field experiment investigated the information processing behaviors of an intact, on-going academic organization over a period of one academic year (nine months, from September 1977 to May 1978). The organization studied was the University of Southern California Faculty Senate. This organization represents the university faculty in university government. The Faculty Senate deals with a variety of university issues where Senate members propose motions for organizational action. The Faculty Senate members discuss the motions, and eventually rule on the disposition of the motions through a formal vote. The Faculty Senate meets once a month during an academic year to air and rule on these motions. This study examines the equivocality of Faculty Senate motions in relation to the type and frequency of communication behaviors performed by Faculty Senate members. The basic research hypothesis tested in this study was: As the equivocality of informational inputs increases (from low equivocality to high equivocality), the number of communication behavior cycles will increase in the same direction.

The results of this field experimental test of Weick's model of organizing support the proposed research hypothesis, and thereby lend support to Weick's model. As the level of informational equivocality was manipulated in the field experiment from low equivocality Senate motions to high equivocality Senate motions a marked increase in the number of communication behavior cycles performed by Faculty Senate members was measured. This increase in communication behavior cycles performed in response to high equivocality informational inputs over the number of communication behavior cycles performed in response to low equivocality informational inputs was found to be statistically significant in a one-tailed t-test.

The implications of the results of this field experimental test of Weick's model of organizing were discussed in light of related organizational research and theory. Directions for future research and suggestions for organizational practice were proposed.

THE CONSTITUTIVE PROCESSES OF MEMORY IN ORGANIZATIONAL COMMUNICATION Order No. 8001797

OLSON, RICHARD MICHAEL, PH.D. *The Ohio State University*, 1979. 283pp.
Advisers: Professor Thomas McCain, Professor Joseph Pilotta

Research in organizational communication has often referred to a memory phenomenon. However, no comprehensive theoretical explanation of the memory process has been developed. The memory process in organizational communication was made problematic in this investigation. The research problem was: How can an adequate theoretical paradigm be developed for the study of memory processes in organizational communication?

Using a descriptive-analytic method, the investigation develops a tentative theory of constitutive memory processes in organizational communication. Three theoretical frameworks are evaluated: Skinnerian behaviorism, cybernetic theory and general system theory. The Whiteheadian notion of process is used to evaluate the assumptions of the three theoretical frameworks.

Chapter II evaluates Whitehead's philosophy of organism. The notion of process is adopted to replace the notion of static things. Concrescence explains process. The importance of *causa-sui* was emphasized. Creative teleology emphasizes a systems movement towards order not entropy. Novelty and temporality are related to the process concept. Bertalanffy's theory of finality is useful in designating theoretical assumptions. The mechanistic assumptions of cybernetic theory are compared to the notion of process. The assumptions of Skinnerian behaviorism are compared to Whitehead's assumptions.

Chapter III evaluates the three theoretical frameworks in terms of organizational communication theory. The analysis concluded that Luthans and the behaviorists relied upon external explanations. Cybernetic theory also emphasizes external control. General system theories' emphasis on internal relationships is more compatible with a process perspective.

Chapter IV finds that Skinner rejects mentalistic explanations such as memory. Cybernetic theory introduces the Human Information Processing Model of memory. General system theory modifies the Human Information Processing Model. The study concludes that organizational memory should be defined as a super-individual process.

Chapter V provides a tentative theory of constitutive memory processes in organizational communication. Interpretation is an attention process. Meaning is a product of interpretation and attention. Attention emerges from action. Organizations enact their environments by using attention processes. Memory is an enacted phenomenon. Organizations enact their past. Memory is viewed as a consequence of organizational interpretation. Organizational interpretations are a product of attention, selection and projective processes. Schutz's theory of relevance is used to explain how potentialities are selected. The temporal dimensions of past, present and future all enter into interpretative processes. The notion of complexity is used to designate temporal and organizational complexity.

The results of the analysis suggest that a theory of constitutive memory processes in organizational communication will be useful to organizational communication researchers. The theory should create a consciousness about organizational processes which otherwise would not be available for reflection. This consciousness should enable researchers to modify the actions of organizations.

A STUDY OF PERCEPTIONS OF THE COMMUNICATION OF POWER AMONG PERSONS VARYING IN ORGANIZATIONAL POSITION Order No. 7928616

STARR, V. Hale, Ph.D. The University of Iowa, 1979. 521pp.
Supervisor: Associate Professor James Bradac

In an attempt to clarify the relationships that exist among the various conceptions of power, a new theory of power relationships is offered. This theory redefines the three basic power elements (authority, influence and dominance) and differentiates the resources of power. The theory proposes that power is the 'name of the game' or the title associated with the structure; as such, it requires only the noun form. The two dimensions of power are authority and influence, each having both noun and verb forms since they exist in both passive and active modes. The end product of exercised power is dominance (noun only). Under this theory, authority is defined as the legitimate right (potential or exercised) to cause directly another to behave in such a way that one gains dominance. The properties of authority are: it is legitimate, formal, structured in its exercise, subject to normative constraints, existent within the role or office, tangible, measurable by degree and extent, and either potential or exercised. Authority also develops only in a collectivity and has definite parameters of legitimate expression which can be delineated and enumerated. Influence is defined as the ability (potential or exercised) to cause indirectly another to behave in such a way that one gains dominance. The properties of influence are: it is informal, unstructured in its exercise, intangible, based on personal characteristics, existent within person-to-person relationships, and measurable by who is controlled. Also, influence has no definite parameters and thus is less predictable than authority.

The theory leads to a model of the power structure which illustrates the process of obtaining power and of exercising power. This model reflects the relationships of authority and influence under the power umbrella and emphasizes the concept that power can be utilized or exercised only through communication or action. Twelve logically derived observations based on the theory of power relationships and the model of the power structure are offered.

The dissertation research centered on testing whether persons in a position of power perceive a difference between authority and influence as proposed in this theory. Eighty-six businessmen served as the subjects. Thirty were categorized as Ones (the highest placed person in the organization), 28 as Comers (those potentially capable of becoming Ones), and 28 as Deadenders (those not promotable beyond their current position). Their responses were analyzed to determine how they viewed power as it related to authority and influence and how they differed in their perceptions of the power structure. Sources of data included Q-sorts under four conditions of instruction (authority, influence, power, and powerless), a behavior traits analysis, a demographics questionnaire, a cartoon study, and a space-use analysis (this was based on how they would arrange furniture in an office to emphasize their authority or their influence).

Results indicated that Ones have the ability to differentiate authority and influence. They appear to understand how to communicate power appropriately for a particular purpose. Being "toughminded," they are willing to manipulate the situation to their own ends. Comers have a clear perception of the properties of influence, but their understanding of authority is less clear, reflecting a tendency to over-identify with influence. Comers are also "toughminded" and willing to be manipulative. Ones and Comers favor influence for the expression of power. Deadenders do not have a clear conception of the properties of either authority or influence, but tend to understand authority better than they do influence. Deadenders are "tenderminded," yet prefer authority as their method of exercising power. This may be due to their inability to perceive or understand influence as a mode of power.

THE ETHNOGRAPHY OF A WHISTLE BLOWING INCIDENT: IMPLICATIONS FOR ORGANIZATIONAL COMMUNICATION

Order No. 8005947

STEWART, LEA PESTEL, PH.D. *Purdue University*, 1979. 263pp. Major Professor: Ralph Webb, Jr.

A whistle blowing event occurred in 1972 when three engineers--Max Blankenzee, Robert Bruder, and Holger Hjortsvang--were fired after publicly criticizing their employer, the developer of the Bay Area Rapid Transit (BART) system. During the development of the BART system, the three engineers became concerned about the safety and reliability of the automatic train control system and about the publicly announced date of completion. They expressed their concerns to management through memoranda and other means, but did not receive a response which they felt met their concerns and answered their questions. Consequently, the engineers went outside of normal management channels and contacted a member of the Bay Area Rapid Transit District's (BARTD) Board of Directors. An outside consultant was contacted by the engineers without the knowledge of BARTD management, and a report of his inspection of the BART system was presented to the Board of Directors at a February, 1972 meeting. The Board voted to support management and their own consultants' view that the system was safe. On March 2 or 3, 1972 each of the engineers was called into his supervisor's office and asked if he knew who was responsible for the outside consultant's report. Each of the engineers denied involvement, and was then accused of lying and was given the choice of resigning or being fired. Later, the engineers filed a lawsuit against BARTD. Court depositions were taken, and the Institute of Electrical and Electronics Engineers filed an *amicus curiae* brief. The suit was settled out of court.

This study included the development of a theoretical framework for the examination of whistle blowing events. The theoretical framework was constructed from three areas of study: (1) the literature on bureaucratic-professional conflict; (2) the literature on organizations as political systems; and (3) descriptions of specific whistle blowing events. An historical description of the development of the BART system and a description of the 1972 whistle blowing event based upon an ethnography of speaking approach were also developed. These descriptions were based upon information obtained from 459 documents and 11 interviews. The descriptions were used to answer research questions dealing with organizational communication and to examine hypotheses suggested by the theoretical framework. Implications for organizational communication were also discussed.

OFFICE CONVERSATION AS AN INFORMATION MEDIUM

Order No. 8000576

WYNN, Eleanor Herasimchuk, Ph.D. University of California, Berkeley, 1979. 204pp.

This thesis is about the socially interactive nature of office work, and the dependence of the product of office work, a particular body of "information", on the social practices demonstrated in communication and upon which communication is based. Theoretically, it is based upon notions developed in sociolinguistics and ethnomethodology about the socially situated nature of meaning and its negotiation in the process of interaction. It also draws on the hermeneutical perspective as a background for observation. These insights are applied to a practical problem, defining the nature of office work in the context of an impending technological revolution through the introduction of computers. The research consists of the analysis of a large body of tape recorded natural conversation produced in an office during working hours in the process of doing work. Three particular communicative tasks which reveal the socially collaborative process of producing task-related information are described in detail in three separate chapters. These communicative tasks are: translating the body of information or procedures to outsiders in order to get appropriate information back from them; informal instruction about the procedural definitions among peers and the social delicacies that accompany this; and the constant contextualization and explanation of actions and statements. The conclusion is that technological innovators cannot afford to overlook these socially based processes nor can a model of office work based on formalisms handle the description. In the office the distinction between the task itself and the social/conceptual practices cannot be made. Thus the best kind of innovation is one which will capitalize on the interactive nature of work and will allow office workers to continue to manipulate the concepts they work with as they currently do, and manipulate the technology as well.

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